

Rights and Responsibilities

Reception

Spring 2

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Looking After My Special People	<p>Name the special people in their lives</p> <p>Looking my friends</p> <p>Understand that our special people can be different to those of others.</p>	<p>Children say who is in their family. Who looks after you and your family? How can you help to look after your family? Share ideas.</p> <p>How can we help to look after our family members? What could they do?</p> <p>Give children some scenarios, then children act out how they can help an adult in these situations e.g. if the grown up is ill or cooking dinner. Explain that sometimes people may like to be left alone and reject help if they are sad or angry and explain why.</p> <p>Activity- Children draw a picture and label members of their family. Adult scribes ways in which children help family members.</p>	<p>Family</p> <p>Look after</p> <p>Help each other</p> <p>Be alone</p>
2	Looking After My Friends	<ul style="list-style-type: none"> • Talk about why friends are important and how they help us. • Identify ways to care for a friend in need. • Identify ways to help others in their community. 	<p>Children share ideas as to how they can look after their friends. When might a friend need help? How does your friend know if you need help?</p> <p>Share scenarios which may occur when a friend needs help. Children act out the scenario and discuss what they can do to help their friends. Recap that sometimes people like to be left alone. Discuss how someone can let a friend know that?</p> <p>Explain that sometimes, people need help and care from people in the community outside of their family, if they are ill or homeless for example.</p> <p>Should others help them? Why? Is there anything we can do to help? Explain what a charity is and how they help people. Remind children they should only help others in the community with the help of an adult and not on their own. Show how when a pebble is dropped into water, the ripples spread. Explain that this is like kindness; it is a ripple of kindness.</p> <p>Activity- Make a picture/ letter to send to residents in the local care home.</p>	<p>Friends</p> <p>Look after</p> <p>Help each other</p> <p>Be alone</p>

3	Being Helpful At Home And Caring For Our Classroom	<ul style="list-style-type: none"> Identify ways in which they help at home. Recognise the importance of taking care of a shared environment. 	Circle time- discuss how you help to look after and care for your homes and classrooms. Share ideas. Ask, do you have jobs to do at home? Do the grown-ups have jobs to do at home? Explain that doing chores is a team effort and we all have a responsibility to look after our environment. Identify some job roles for the classroom and outdoor area.	Working together Responsibility Helpful Caring
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		<input type="checkbox"/> Name ways in which they can look after their learning environment.	Ask, what would happen if we didn't look after the classroom/ environment etc.? Activity- Children practice carrying out the roles in the classroom and outside. Take photographs to help children remember their responsibilities.	
4	Caring For Our World	<input type="checkbox"/> Think about what makes the world special and beautiful. <input type="checkbox"/> Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. <input type="checkbox"/> Talk about what can happen to living things if the world is not cared for.	Watch 'Save our world' www.youtube.com/watch?v=bn8R_Xqjll0 Ask: What is special about our outside world? How do you care for our world? Can we make our world a better place? Why is water so precious? Who/what needs water? Take a walk around school grounds. What can the children see which needs caring for? How can people help? Put rubbish in the bins, weed/ water flowers etc. Activity- Children all work as a team to look after the outdoor area- litter pick, clean resources, weed or plant, feed birds etc.	Environment Litter Electricity Pollution Recycling
5	Looking After Money (1): Recognising, Spending, Using	<input type="checkbox"/> Recognise coins and other items relating to money. <input type="checkbox"/> Identify the uses of money.	Children look at money related items placed on the floor (purse, money, bank card etc.). With a partner, talk about what each item is and what it is used for. Ask, how do you think grown-ups get money? Think of reasons why we might need money. Children describe and name coins. Activity- Go to the local shops and buy an item (TBC) or Play shops in a role-play shop, paying with the correct amount of money.	Money Shop Buy Cost Pay
6	Looking After Money (2): Saving Money And Keeping It Safe	<input type="checkbox"/> Talk about why it's important to keep money safe. <input type="checkbox"/> Identify ways to save money. <input type="checkbox"/> Talk about why we save money.	Look at resources from last week. Discuss if and how we need to keep money safe. Why? Look at different places in which money could be kept e.g. under the bed, in the bank etc. Order the pictures from safest to least safe. Where do children and their grown-ups keep their money? Discuss why we might save money or donate money (charity). Activity- Draw something which they would like to save up for. What would they do with the money? Draw somewhere safe to keep their money.	Money Save Safe Place

